Course Name and Number Course Map

| **Module # & Title** | **Module Learning Objectives (MLOs)** | **Course Learning Objectives (CLOs)** | **Instructional Materials** | **Assignments/Assessments** |
| --- | --- | --- | --- | --- |
| 1 – | TSWBAT\*: | TSWBAT:  1. |  |  |
| 2 – |  |  |  |  |
| 3 – |  |  |  |  |

\*The students will be able to

Here is an example course map for an ESL course with explanations. Please delete the table below once you are comfortable completing the course map for your course.

| **Module** | **Module Learning Objectives** | **Course Learning Objectives** | **Instructional Materials** | **Assignments/Assessment** |
| --- | --- | --- | --- | --- |
| **Directions**: List the module # and the short yet descriptive title of each module  **Example**:  M1 – EL Population & History of ESL Policy | **Directions**:  List all of the module learning objectives being addressed in each module in this column. Number them to make them easy to refer to in other places (e.g. MLO 1.1 stands for module 1 learning objective 1). Align each MLO with a CLO.  **Example**:  TSWBAT\*:  1.1 Assess their knowledge of and experience with ESL programs. (CLO 1)  1.2 Relate some general characteristics of the ESL population in the United States. (CLO 1)  1.3 Explain landmark state/federal court cases and decisions related to teaching ESL in the U.S. (CLO 1) | **Directions**:  Include the course learning objectives each module addresses. There may be 1 or there may be multiple CLOs listed for each module.  **Example**:  TSWBAT:  **CLO 1**  Analyze the history and implications of U.S., state, and local educational policies related to ESL. | **Directions**:  List all instructional materials for the module. These could include textbook chapters, PowerPoints, videos, examples/models, supplemental articles, websites, etc. Align each with an MLO.  **Example**:   * [Interactive DoE Data Graphics](https://www2.ed.gov/datastory/el-characteristics/index.html#intro) (1.2) * [ELL Research Brief](http://www.ncte.org/library/NCTEFiles/Resources/PolicyResearch/ELLResearchBrief.pdf) (1.2, 1.3) * [Landmark Court Rulings Regarding ELLs](http://www.colorincolorado.org/article/landmark-court-rulings-regarding-english-language-learners) (1.3) * Textbook Chapter 1-2 (1.1, 1.2, 1.3) * ELs and ESL History PowerPoint presentation (1.1, 1.2, 1.3) | **Directions:**  List all assignments and assessments for the module. These could include discussion boards, quizzes, tests, essays, projects, etc. Align each with an MLO.  **Example:**   * **Discussion 1** – Introduction and Prior Knowledge (MLO 1.1) * **Flipgrid Assignment** – Who are ELs? (MLO 1.1, 1.2) * **Assessment –** Historical court case and policy briefs (MLO 1.3) |

For assistance in course design and development, please contact the Distance Education Support Desk at 931-221-6625 or [online@apsu.edu](mailto:online@apsu.edu).